A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

***Content Standard**:* Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

***Rationale**:* Students gain geographical perspectives on the world by studying the earth and the interactions of people which places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

***Performance Standards:* By the end of grade four, students will:**	***Sample Alternate Performance Indicators:* (1-3 per Standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	**Sources of Data**
A.4.1. Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface[2]	1. Recognize points on a world map using a compass[1] 2. Recognize longitude and latitude[1] 3. Recognize continents and their relative size, shape, and scale[2]	1.a. Use a compass rose to show directions(1) 2.a. Point to and/or name different cities on a globe or map when given longitude and latitude(1) 3.a. Identify continents by name and classify them by size (land area)(2)	
A.4.2. Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders[1]	1. Recognize different major physical features of the earth as presented on a map or globe[1] 2. Distinguish among the land forms of forests, deserts, valleys, and plains[1] 3. Recognize the locations of Wisconsin cities that are on bodies of water connecting with other states[1]	1.a. Point to the specific colors or graphic symbols on a map that represent oceans, continents, mountain ranges, and natural features(1) 1.b. In small groups, draw a world map, or make a three-dimensional model, including cities (1) 2.a. Match and name selected animals and plants in pictures with their geographical environments(1) 3.a. Point to and name the major rivers and lakes flowing through or bordering parts of Wisconsin(1)	
A.4.3. Construct a map of the	1. Describe the geographic and	1.a. Point to the world's continents, oceans, and major	

world from memory, showing the location of major land masses, bodies of water, and mountain ranges[2]	climactic relationship between the oceans, continent forms, and major mountain ranges[2]	mountain ranges(1) 1.b. Label the world's continents, oceans, and major mountain ranges(1) 1.c. Draw a map from memory, including the world's continents, oceans, and major mountain ranges (2)	
A.4.4. Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters[2]	1. Express how the environment affects the people who live in it[2] 2. Relate the relationship between different environments and human shelters[2]	1a. T-list the human vs. nature aspects of specified environments (with human aspects on one side of the "T" and nature aspects on the other)(2) 1.b. Web the occupations directly related to the environment(2) 1.c. Create a Venn diagram composed of and containing two different environments and recreational possibilities(2) 2.a. Classify different shelter types according to geographic locations (2) 2.b. Draw a diagram of a specific environment depicting the necessary shelter(10)	
A.4.5. Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world[2]	1. Use named reference tools to gather and classify information about the local community and Wisconsin [2] 2. Use additional reference tools to gather information about other communities and states in the United States[2] 3. Use reference tools to gather information about other countries of the world[2]	1.a. Locate on a map the city where the students live(1) 1.b. Determine from a map the major geographic and demographic features of the area(2) 1.c. Chart or graph a feature (e.g., agricultural products, industry, or population) across two or more different communities(2) 2.a. Chart or diagram information about different states in the United States(2) 2.b. Report (via oral, written, or depicted means) information gathered(1) 3.a. Extrapolate information from various sources to create a map of a given country showing information (e.g., population, products, or topographical features) (3)	

A.4.6. Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes[3]	1. Understand and distinguish different kinds of weather[1] 2. Recognize how weather relates to seasons[2] 3. Recognize how weather changes and seasons affect [3]	1.a. Name, illustrate, and/or describe different kinds of weather(1) 1.b. Match appropriate clothing with different weather patterns(2) 2.a. Venn diagram showing how seasons overlap or differ in terms of weather(2) 3.a. Venn diagram showing how seasons, recreation, dress, life style, and occupation impact a community (3)	
A.4.7. Identify connections between the local community and other places in Wisconsin, the United States, and the world[2]	1. Identify the connections that exist between places in Wisconsin[2] 2. Identify the connections that exist between places in different part of the United States [2] 3. Identify the connections between Wisconsin and other states[2] 4. Identify connections between the United States and another countries [2]	1.a. Analyze, through the use of reference data, and depict the factors that cross various segments of communities in Wisconsin(3) 2.a. Analyze and illustrate through pictures, stories of chain events, (e.g., farmer raises/milks cows, sells milk; milk company produces dairy products)(2) 3.a. Create a pictograph of connections between Wisconsin products and industry and those of another state (2) 4.a. Record orally, pictorially, or by simple written description the links between the United States and another country's products, government, industry, and lifestyle(3)	
A.4.8. Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment[3]	1. Identify changes in the community caused by people[1] 2. Identify the reasons for changes[2]	1.a. Relate orally, through pictures, or through a simple written passage, some school change resulting from people's actions(1) 1.b. Relate orally, through pictures, or through a simple written passage some neighborhood change resulting from people's actions(1) 1.c. Record and analyze the effects of manmade water resources (dams) and deforestation(2) 2.a. Illustrate in comic book format a cause-effect situation(2)	

	3. Predict the effects of a given change on the community and formulate possible solutions [3]	3.a. Communicate, via roleplay or a simple written narrative, a story reflecting a change in the environment leading to various results (3)	
A.4.9. Give examples to show how scientific and technological knowledge have led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating[2]	1. Understand the effects of technology and science on the environment[2]	1.a. Identify and list (orally or written) specific technological changes within last 100 years (e.g., solar power)(1) 1.b. Predict, through matching or T-list activities (with main ideas on one side of the "T" and details on the other), the effect of technology-related incidents on environmental situations (e.g., factory pollution effects on stream life or insecticide causing bird deaths (2)	
***Performance Standards:* By the end of grade eight, students will:**	***Sample Alternate Performance Indicators:* (1-3 per Standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	**Sources of Data**
A.8.1. Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place[2]	1. Compare and contrast three forms of mapping (political, physical, and topographic [2] 2. Discuss the purpose of map legends[1]	1.a. Choose the appropriate map to correctly identify countries, climates, and land forms(2) 1.b. Draw a map (e.g., the continent or political) of the student's choosing(1) 2.a. Point to the section of a map containing legends(1) 2.b. Locate legends referring to roadways(1)	
A.8.2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape[2]	1. Recognize countries, states and local regions[2]	1.a. Point out countries, states and local regions(1) 1.b. Label countries, states and local regions(1) 1.c. Construct a diagram of the community(1) 1.d. Use various graphic organizers to record and discuss mental maps (e.g., time ladder maps for sequencing, Venn diagrams for comparing and contrasting, cause and effect maps, spider mapping for brainstorming, and T-lists, with main ideas on one side of the "T" and details on the other)(2)	

A.8.3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.[2]	1. Use a picture atlas to estimate distance[2] 2. Use a picture atlas to calculate scale[2] 3. Use a picture atlas to identify dominant patterns [2]	1.a. Determine from a simple picture map the distance between two different places within a geographical area (2) 2.a. Knowing the distance between two places on a map, determine the scale of the map(2) 3.a. Look at a series of maps showing weather conditions during various times of the year to determine and predict climatic conditions and relate these conditions to the times of year(3)	
A.8.4. Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment[4]	1. Analyze the historical relationship and use of environment in reference to a community's industry and recreation[4]	1.a. Illustrate specific examples of a community's industries and/or recreation and their effect on the environment(2) 1.b. Create a pictorial timeline depicting an industry (e.g., fishing, mining, boating, or paper) and its effect, past and future, on the environment(4)	
A.8.5. Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases[3]	1. Compare the natural resources of different regions in the United States and the world using a picture atlas, photographs, and satellite images[3]	1.a. Prepare an overhead transparency comparing Wisconsin's natural resources and those of another state(2) 1.b. Draw a bar graph comparing the amount of national resources per measurable unit for two different regions of the United States. Repeat this procedure projecting a time of 50 years in the future(3)	
A.8.6. Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciations[2]	1.Describe some short-term natural occurrences that change the earth and environment[2] 2. Describe some long-term natural occurrences that change the earth and environment[2]	1.a. Web short-term natural occurrences for a specified region(1) 1.b. Illustrate the cause and effect relationship of short-term natural occurrences on the earth and the environment(2) 2.a. Web long-term natural occurrences for a specified region(1) 2.b. Illustrate the cause and effect relationship of long-term natural occurrences on the earth and the environment(2) 2.c. Make a timeline of various stages of cause, effect, and future result on the earth of both short- and long-term natural	

		occurrences(3)	
A.8.7. Describe the movement of people, ideas, diseases, and products throughout the world[2]	1. Categorize the countries or regions where several ethnic groups in the United States originated[2] 2. List four different religions currently represented in the United States[1] 3. Describe how, as people move from place to place, their ideas, diseases, and products follow them[2]	1.a. Locate, point to, and name the relevant country or region of origin for each group on a world map(1) 1.b.Compare and contrast the transportation mode most common to the United States used by various ethnic groups during the 1900's(2) 2.a. Name regions, or mark their locations on a world map or globe, indicating the practice of different religions (1) 3.a. Draw a map of the student's family's path to the United States(1) 3.b. Identify geographical sources of raw materials or products which contribute to behaviors and lifestyles (a disease) among U.S. citizens(2) 3.c. Trace the routes to the United States of major foreign sources of drugs and pharmaceuticals (2)	
A.8.8. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities	1. Analyze how people in different areas of the world interact with their physical environment through vocational activities, and draw conclusions[3] 2. Analyze how people in different areas of the world interact with their physical environment through recreational activities, and draw conclusions[3]	1.a. Create a collage showing different climates and project the types of jobs specific to them (e.g., winter scenes and snow plow drivers)(3) 2.a. Create a collage of different climates and project the types of recreational activities specific to them(3)	
A.8.9. Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals[2]	1. Explain how building agriculture and decorations relate a story of who built the buildings and their beliefs or culture [2]	1.a. Match pictures of people with examples of architecture (e.g., a pyramid with Egyptian hieroglyphics, or a church with a priest)(2) 1.b. Show or name different types of architecture (e.g., pyramid, castle, and cathedral) when a key word is given (e.g., knight – castle, priest – cathedral)	

A.8.10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment[2]	1. Identify major discoveries in science and discuss their social effects on the physical/human environment[2] 2. Identify major discoveries in technology and discuss their economic effects on human environment[2]	1.a. Create a diorama or a list of scientific inventions in the home that enhance lives (e.g., dishwasher or refrigerator)(2) 2.a. Web jobs created by new technology and their effect on the environment(2)	
A.8.11. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations[3]	1. Evaluate the causes of problems (issues) around the world[2] 2. Analyze the consequences of current and future global issues[3] 3. Contrast various groups' and nations' responses to common issues[2]	1.a. Plan and implement a thematic unit: "NO MORE CHOCOLATE" (3) 2.a. Investigate the causes and consequences of the unavailability of chocolate(3) 3.a. Identify who is affected by a lack of chocolate (2) 3.b. Address possible solutions(3)	
***Performance Standards:* By the end of grade twelve, students will:**	***Sample Alternate Performance Indicators:* (1-3 per Standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	**Sources of Data**
A.12.1. Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and land forms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.	1. Recognize climactic effects on human populations 2. Synthesize information from maps to identify U.S. immigration patterns	1.a. Chart the climate in relation to the populations of different regions 2.a. Create a timeline representing patterns of and changes in U.S. immigration 2.b. Create a timeline of personal/family U.S. immigration 2.c. Depict, on a map, the family immigration route 2.d. Use the Internet to find information about U.S. immigration	
A.12.2. Analyze information	1. Understand printed information (e.g.,	1.a. Plan a fantasy trip to a place (e.g., Washington, DC) using	

generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models	computer-generated) about a place 2. Interpret statistical information 3. Interpret aerial and satellite images	the Internet, access information needed to prepare for the trip and spend an enjoyable and productive time there on a limited amount of time and money. Tell about all aspects of the preparation including air fare, city statistics, routes, and hotels 2.a. Look for statistical information about a particular town or state on the Internet. Compare and contrast the statistics from one decade to the next 3.a. Check with the State Historical Society, local historical societies, or the Department of Natural Resources for aerial photographs from at least two time periods and compare those photos	
A.12.3. Construct mental maps of the world and the world's regions, and draw maps from memory showing major physical and human features	1. Recognize the world's regions 2. Recognize important human features in different regions of the world	1.a. Point to and name regions of world 1.a. Locate and identify regions of world 2.a. Identify capital cities of major countries 2.b. Identify areas of major economic importance 2.c. Diagram the major similarities and differences among regions	
A.12.4. Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment	1. Understand the short-term effects that major population changes in different parts of the world have on the environment 2. Understand the long-term effects that major population changes in	1.a. Plan and implement a model village starting with a determined population, ages, and identified natural and human resources to provide self-sufficiency. Indicate the main existing resources (orally or written) and the amount needed per person for one year in order for the village to flourish. Assign the number of children to be born as well as increases and decreases to the population by marriage or death. Determine the depletion of natural resources and crops due to population growth (e.g., subtract from farmland and wildlife habitat over 100 years in 10- year. increments) 2.a. Compare and contrast a densely populated area with a sparsely populated area of equal size	

	different parts of the world have on the environment		
A.12.5. Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns	1. Express how different kinds of geographic information can be used to show the distribution of natural resources in the world 2. Understand the influence of resource location on the trade and economy of different regions	1.a. Compare two specific countries (e.g., South Africa and the United States) to determine which natural resources are available or absent based on each countries' geography 2.a. State or write what each country has and needs, influencing its economic trade	
A.12.6. Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world	1. Recognize that geographic or environmental changes in one part of the world may have an effect on other parts of the world	1.a. Collect information from the U.S. Army Corps of Engineers to show flood levels of the Mississippi River in Wisconsin in the last 10 years 1.b. Collect flood level information on the St. Louis, MO, area of the Mississippi River 1.c. Analyze differences or similarities in agricultural and residential flood areas in two states where the Mississippi River flows	
A.12.7. Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world	1. Locate reference materials on current world market products 2. Locate reference materials on world populations and migration trends	1.a. Organize by category (e.g., country of origin, price, and function) a list of five imported products 2.a. Show on a world map or name the country of origin of these products or components 2.b. Show or name two or more countries or world regions between which people move, and describe the dominant geographical direction or destination 2.c. Identify and list websites to collect data on global product distribution or migration trends	
A.12.8. Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them	1. Understand ecosystems 2. Identify the world's major ecosystems	1.a. Indicate orally, through pictures, drawing, or in a simple written passage the composition of an ecosystem 2.a. Create a diorama of an ecosystem reflecting the people and lifestyle	

	3. Recognize how different social, religious, economic, and cultural systems have adapted to the ecosystems	3.a. Create scenarios and roleplay different groups living in diverse ecosystems	
A.12.9. Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood	1. Understand cultural factors and public policies that influence the design of neighborhoods, urban centers, and public projects	1.a. Design an urban center including a park, public project, and planned neighborhood based on the student's own culture, values, and ideals	
A.12.10. Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development	1. Recognize that people's values and cultures in different parts of the globe affect scientific and technological developments	1.a. Study a cultural group to identify cultural values and taboos 1.b. Construct a T-list (with main ideas on one side of the "T" and details on the other) identifying how each value or taboo enhances or diminishes scientific and technological advancements 1.c. Web the scientific and technical advancements globally over the last 100 years	
A.12.11. Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture	1. Understand that developments in science and technology in different regions of the world affects culture and environment	1.a. Study the activities of a typical family before and after the invention of television. Portray this through pictures, drawings, or simple narrative 1.b. Include interviews with older family members	
A.12.12. Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world	1. Understand the effect of laws on land use in Wisconsin, the United States, and the world	1.a. Create a map, chart, or graph showing the percent of land in a given area (state-country-world) designated as public land (e.g., parks) and the percent designated as Indian reservation 1.b. Using a map of a city, make a chart or graph indicating percentages of private and public land	
A.12.13. Give examples and	1. Recognize cooperation and conflict	1.a. Make a map of Wisconsin and indicate the Indian	

analyze conflict and cooperation in the establishment of cultural regions and political boundaries	in the establishment of cultural regions or political boundaries	reservations. Note the hunting and fishing rights	